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briefly noted without statement of the reasons: Sardinia for Clupanodon, which should be restricted to the group in Japan and China, lately named Konosirus; Anchovia for Stolephorus, which was based on a Japanese Spratelloides; Esox (Esocidæ) instead of Lucius; (the type of a Linnæan genus, according to Linnæus, "is the best known European or officinal species"); Syngnathus for Siphostoma, the same rule covering these cases; Bodianus should replace Harpe, the genus called Bodianus by Jordan and Evermann standing as Cephalopholis; Dipterodon should replace Neomænis, if the latter is really distinct from Lutianus; Eupomacentrus is probably not distinct from Pomacentrus; Tropicichthys should replace Canthigaster, the latter a bare definition without species. Probably Carapus must replace Fierasfer. Lepisoma must take the place of Labrisomus, which replaces Gobioclinus. Probably Ichthycallus should be used instead of Iridio.

D. S. J.

Studies of Animal Life.¹ — In this new series of laboratory exercises for use in high schools — the outgrowth of experience in the schools of Chicago — the authors have aimed to make the practical work of elementary zoölogy a study from the view-point of animal life, interpreting structure in the light of activity. While the outlines for the study of the activities of living animals are as extensive as is probably practicable for most schools, by far the greater part of the laboratory work is a study of structure. Students are not expected to dissect, but many points of internal structure are to be demonstrated from permanent preparations.

In the form of its outlines the book is an example of the reaction from the older manuals, — which consisted of description to be verified by the students, — in that it contains numerous questions, along with a minimum of description and guiding information. Some of the questions are of doubtful value in elementary zoölogy, for example: "Why are there no fresh-water echinoderms?" "Is there anything about the life history of man to suggest the metamorphosis of insects?" "What traces of an invertebrate exoskeleton are still present in man?"

In order "to develop the subject of the evolution of life from simple to complex forms," the authors follow the so-called logical order and begin with the Protozoa, because "high-school pupils are not more familiar in any true scientific sense with higher forms." If this

¹ Walter, H. E., Whitney, W., and Lucas, F. C. Boston, Heath & Co., 1900. 106 pp. *Teacher's Book of Suggestions*, with 31 pages.

be true, there is inconsistency in some questions in the first lessons ; for example : "Is there evidence that *Paramœcia* can breathe?" "Has the *Amœba* a stomach?" Such questions are meaningless unless the pupil has some scientific knowledge of structure and functions in higher forms.

On the whole, the spirit and plan of most of the lessons may be commended. Many teachers will welcome this as a laboratory guide which aims to meet the popular demand for less study of comparative anatomy and more about animal life in secondary education.

M. A. B.

Human Physiology. — Dr. Wm. D. Zoethout's translation of Schenck and Gürber's *Human Physiology*¹ places within reach of the English-reading student one of the best of the shorter German physiologies. The translation is from the second German edition and follows the original closely. After a brief introduction on general physiology, the subject-matter is arranged under three heads — metabolism, the transformation and setting free of energy, and reproduction and development. The treatment is as modern as is consistent with general soundness. Thus we are told that "a solution tastes the more sour the greater the number of hydrogen atoms replaceable by metals contained in the unit of volume," a statement which includes all that is up to date without involving the reader in the dissociation hypothesis. Although the text of the book has been compiled with great conciseness and care, it is to be regretted that the illustrations are so inadequate. Thus the figure showing the general anatomy of the ear as copied from Helmholtz, and the positively inaccurate drawing of the cross-section of the lamina spiralis membranacea are scarcely justifiable. Nor is there good reason why the olfactory epithelium should be illustrated by a figure from Max Schultze, when such work as that done by Retzius, Van Gehuchten, and others is so readily accessible. Such defects, however, are small compared with the merits of the volume, which should be in the hands of every medical student and every teacher of elementary physiology.

P.

Korschelt and Heider's Embryology of Invertebrates. The fourth part of the English edition of Korschelt and Heider's *Ent-*

¹ Schenck, F., and Gürber, A. *Outlines of Human Physiology*. Translated from the second German edition by Wm. D. Zoethout. New York, Henry Holt & Co., 1900. viii + 339 pp.